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## ABSTRACT

Delineated in easy-to-follow nontechnical language, this book provides a multitude of tested informal assessment strategies and devices, such as "kid watching," retellings, journals, informal reading inventories, writing surveys, portfolios, and think alouds. The book presents more than 200 reproducible assessment devices. The book helps elementary classroom, remedial reading, and learning disabilities teachers make the best possible informal assessment of a child's specific reading, writing, and spelling strengths and weaknesses and attitudes toward reading. Chapters in the book are: (1) Using Informal Devices in Assessing Reading and Writing Ability; (2) Using Checklists and Other Informal Devices to Assess Competencies and Weaknesses in Visual Perception Ability, Emergent Literacy Skills, Word-Identification Skills, and Oral Reading; (3) Using Checklists and Other Informal Devices to Assess Competencies and Weaknesses in Vocabulary, Comprehension Skills, Basic Study Skills, and Silent Reading; (4) Using Miscue Analysis in Assessing Competencies and Weaknesses in Reading; (5) Variations of the Individual Reading Inventory; (6) Using Informal Inventories and Other Informal Assessment Devices in the Word-Identification Techniques; (7) Additional Alternative Ways of Assessing Reading Skills and Attitudes; (8) Using Checklists to Assess Competencies and Weaknesses in Drawing, Writing, and Spelling; (9) Using Holistic Scoring and the Informal Writing Inventory to Assess Writing; (10) Other Alternative Means of Assessing Writing and Spelling Ability; (11) Using Portfolio Assessment in Any Literacy Program; and (12) Closing Thoughts. (RS)

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